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ABSTRACT

A state official from each of the 50 states was asked to provide information on all of the state's higher education legislation passed during the period of January 1965 - December 1967. A summary of each state's legislation during these years is included in this topical paper. Certain patterns in establishing higher education programs emerge as a result of this study. Some of these trends, which the authors list, include the observations that the community junior college, in terms of legislation, is recognized as a separate entity in the field of higher education; that legislative approval of the establishment of new institutions is becoming standard procedure; that many states have state-level coordinating agencies for their institutions of higher education; that support of scholarship funds is becoming a point of concern in many states; and that several states have legislated separate vocational/technical schools. (RC)

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THE LAWS RELATING TO HIGHER EDUCATION IN THE FIFTY STATES

January 1965 - December 1967

James L. Wattenbarger

and

S. V. Martorana

ERIC Clearinghouse for Junior Colleges

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TOPICAL PAPERS

1. A Developmental Research Plan for Junior College Remedial Education. July 1968. Out of print.
2. A Developmental Research Plan for Junior College Remedial Education; Number 2: Attitude Assessment. November 1968. Out of print.
3. Student Activism and the Junior College Administrator: Judicial Guidelines. December 1968
4. Students as Teachers. January 1969
5. Is Anyone Learning to Write? February 1969
6. Is It Really a Better Technique? March 1969. Out of print.
7. A Developmental Research Plan for Junior College Remedial Education; Number 3: Concept Formation. August 1969
8. The Junior College in International Perspective. January 1970
9. Identifying the Effective Instructor. January 1970
10. Financing Higher Education: A Proposal. February 1970
11. The Person: A Conceptual Synthesis. March 1970
12. The Position Papers of Black Student Activists. September 1970
13. Case Studies in Multi-Media Instruction. October 1970
14. The Laws Relating to Higher Education in the Fifty States, January 1965 - December 1967. October 1970

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PREFACE

In spite of much current interest in the development of higher education, there is little uniformity of approach in the various states. This survey follows patterns previously established by the U. S. Office of Education studies of state legislation. One of the researchers of this paper was responsible for the report on the subject published by the USOE; this study is a continuation of that project.

We are indebted to George Corrick and William A. Gager, Jr., Kellogg Fellows at the University of Florida, who assisted in gathering data for this report.

We also express our appreciation to the state directors and other officials who helped by providing information on legislation in their respective states.

This report attempts neither to differentiate between laws that affect only community junior colleges and those that pertain to all of higher education nor to evaluate individual laws. It may be valued as an historical document, continuing an excellent series no longer available from the USOE.

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Part I
OVERVIEW

A number of surveys of the legal bases for establishing and operating community junior colleges have appeared in the Junior College Journal over the years. The most recent, in the March 1966 issue, brought the commentary on legal developments through the year 1964. It was part of the last complete report on the laws of higher education issued by the U. S. Office of Education.

This report focuses on legislation passed during the subsequent years 1965, 1966, and 1967. From each state, a responsible official was asked to submit copies of laws passed during these years. The laws were analyzed, classified, and summarized to illustrate viewpoints, trends, and conclusions that may be useful to those studying the development of the legal bases of higher education.

The American public is interested in the development of community junior colleges and most states now have laws governing them. Although the laws vary greatly from state to state, certain common features are beginning to appear. Some of them are:

1. Recent laws tend toward the recognition of the community junior college as a separate entity in the educational system, though always in association with higher education at other levels.

2. Legislative approval of the establishment of new institutions has become standard in most states. While local initiative is still important, state approval is generally also required.

3. The progression of names of institutions from _____ Teachers College to _____ State College to _____ State University continues to occupy the attention of legislatures. There is no evidence that these names are directly related to institutional role and responsibility.

4. State-level junior college boards have been established in several states. This is a new coordinating or control authority at the state level.

5. Several states have reorganized their state-level structure for coordinating and planning higher education.

6. Interest in and support for scholarship funds have become an area of particular interest in a number of states.

7. The faculty right to bargain has received legal support in several states.

8. A few state legislatures have indicated interest in and support for the establishment and development of community junior colleges, but have not taken subsequent action.

9. Special legislation authorizing area vocational-technical schools has been passed in several states.

10. Many state legislatures have passed bills authorizing participation in the Interstate Compact for Education.

11. In most states, the separation of the community junior college from secondary education is almost complete.

Part II
STATE REPORTS

ALABAMA. In 1967, the Alabama Education Study Commission was established to make a long-range study of the public education system. The commission was required to submit a report to the 1969 legislature. The scope of the study was to include analysis and evaluation of current programs with recommendations for improvement, projection of financial needs for the next ten years, and recommendations on state and local responsibility for revenue and appropriations for various educational levels during that period. The commission had 21 members: the Governor, Lieutenant Governor, Speaker of the House, Superintendent of Education, two Senators, three House members, and seven to be appointed by the Governor.

Four institutions (Jacksonville State University, Troy State College, Livingston State College, and Florence State College) were removed from control of the state board of education and separate boards of trustees were created for them.

Legislation was enacted to authorize junior colleges to offer the Associate Degree in Nursing program.

Existing legislation providing educational benefits to children whose father or mother was killed in military service was brought up to date and extended to children in families where the head of the household is blind.

Legislative action authorized (1) development of Alabama State College Center at Mobile into a junior college as soon as appropriations were made; (2) acquisition and operation of Snead Junior College as a state educational institution; (3) a commission to study and determine the need and feasibility of a school or college of optometry in connection with an existing state institution; and (4) a feasibility study of the establishment and operation of Walter B. Jones School of Law as a state institution of higher learning.

The legislature endorsed the University of South Alabama's effort to develop a major program of teaching and research in the marine sciences.

ALASKA. Several changes in teacher retirement (to include professional personnel in higher education) were enacted, including provision for deferred vested retirement benefits, an increase in overall benefits, and revised investment regulations.

Legislation was enacted prohibiting the use of the terms university, college, junior college, or community college by educational institutions without approval of the commissioner of education.

A $16.9 million bond issue for University of Alaska buildings in various parts of the state was approved by voters in November 1966.

Alaska acted to join the Interstate Compact for Education.

ARIZONA. No legislation specifically referring to higher education was reported for the 1965-67 period.

ARKANSAS. The 1965 legislative session passed the Community Junior College Act authorizing establishment of two-year colleges by one or more counties or cities. The act designated the Commission on Coordination of Higher Educational Finance as the statewide coordinating board for these colleges. It outlines procedures for establishing junior college districts and methods for voter approval, vests control of community junior colleges in local boards composed of nine members serving six-year terms, and provides that these colleges will be financed from (1) student fees, (2) taxes levied by the district and (3) state revenues, with the proviso that the costs of general operations be divided as nearly equally as possible between these sources.

Major actions by the 1967 legislative session involved changing the name of Arkansas State College to Arkansas State

University, Henderson State Teachers College to Henderson State College, and Arkansas State Teachers College to State College of Arkansas.

CALIFORNIA. Much legislation relating to higher education during this period emphasized statewide coordination, surveys and studies, tuition, and financial procedures.

Five new state colleges were authorized for purposes of advance acquisition of sites, and legislation requested inclusion of needs for institutional expansion in other specific geographic areas in the next five-year study of the Coordinating Council for Higher Education.

The 1966 legislature ratified the Interstate Compact for Education, [illegible] participation and a review of the matter in the 1969 legislative session.

A state-guaranteed loan program was established to permit participation consistent with provisions of Title IV of the Higher Education Act of 1965.

A capital outlay fund for public higher education was established requiring that the state's share of oil and dry gas revenue from the City of Long Beach tidelands be deposited to the fund after payment of certain specified amounts for other state purposes.

Numerous legislative requests were made for study or re-study of specific or general educational needs and, in 1967, a joint resolution called for an overall review of California higher education by a special joint legislative committee.

This session also established a fifteen-member Board of Governors for the California Community Colleges, similar to the University of California Board of Regents and the State College Board of Trustees, but with substantially less administrative control over the eighty local junior colleges. This board replaced the Board of Education in administering the

community junior colleges. Members are appointed by the governor, subject to senate confirmation.

COLORADO. Between 1965 and 1967, two significant acts highlighted legislation in Colorado. The first, by the 1965 legislature, established the Colorado Commission on Higher Education, and the second, in 1967, established a state system of community colleges.

The commission is a state-wide coordinating board for all post-high school institutions. It has seven members appointed by the governor, four with four-year terms, three with two-year terms; thereafter all are to serve four years. The 1965 act provides for an advisory panel to the commission and for the appointment of an executive director responsible for budget review of all institutions of higher education and for submission of a consolidated budget. Authority of the commission includes review and approval of any new degree programs, recommending the role and function of individual institutions, and the establishment of new institutions.

A state system of Community and Technical Colleges was established by the Community Colleges and Occupational Education Act of 1967. This act creates a state board for Community Colleges and Occupational Education consisting of nine members appointed by the governor, three for six years, three for four years, three for two years, and thereafter all for six-year terms.

The authority of this board includes management of the state system of community and technical colleges, recommendation of locations and priorities for their establishment, fixing of fees and tuition, appointment of chief executives, establishment of curriculum programs, and other specific responsibilities.

Existing junior college districts may join the state system by the methods and procedures outlined in the act, including voter approval within the district.

CONNECTICUT. Most legislative attention in the 1965-67 period was on the institutional growth of two-year colleges.

In 1965, a state system of higher education was established. A Commission for Higher Education was created and made responsible for the following: (1) coordination of planning; (2) encouraging governing boards of the constituent units to initiate necessary plans for development of higher education, and requiring them to submit their plans for development; (3) conducting research and development; (4) assessing budgetary requests; (5) licensing and accrediting institutions and programs; (6) establishing an advisory council to study methods and proposals for coordinating efforts of institutions to provide a stimulating and enriched educational environment for the citizens of the state; and (7) holding hearings on disagreements or conflicts among boards over providing higher education services or activities. Operation of public institutions is vested in Boards of Trustees of the University, the State Colleges, and the Regional Community Colleges, and in the State Board of Education for the State Technical Colleges. The governor appoints trustees of community colleges and they appoint an advisory Regional Council.

A 1967 law clarified the role of the Commission for Higher Education. Approval of the commission is required for site selection, leasing of physical facilities, and the establishment of size and duties of executive staffs of boards of trustees. The state technical colleges were brought into the system, with the State Board of Education becoming the Board of Trustees for Technical Colleges. The Commission also administers the State Scholarship Commission and distributes its funds.

DELAWARE. The only legislation relating to higher education in Delaware in the period 1965-1967 was a 1966 act to create the Board of Trustees of the Delaware Institute of Technology and to empower the Board to operate learning institutions.

The Board of Trustees, also authorized to designate appropriate names for institutions, officially adopted the name Delaware Technical and Community College.

FLORIDA. Several acts were passed in the 1965 and 1967 legislative sessions to broaden the authority and responsibility of the State Board of Regents for the State University System. Authority and responsibility of the State Board of Education for review and approval of actions of the Board of Regents were reduced by amendment of existing legislation.

Legislative action in 1965 established the office of Chancellor of the State University System, with responsibility for the administration of the entire state university system under policies of the Board of Regents.

Legislative authorization was granted for the establishment of a four-year degree-granting institution in Dade County (Miami) and for a state university, a branch of an existing university, or a state college in Duval County (Jacksonville). Florida Atlantic University was directed to open a continuing education center in Dade County, while the new institution there was still in the planning and construction stage. Authorization was granted for establishment of state junior colleges in Alachua, Leon, Hillsborough, and Pasco Counties.

A school of law was authorized for Florida State University and schools of medicine and nursing for the University of South Florida.

Legislative action abolished the Florida Institute for Continuing University Studies and transferred responsibility for coordination of continuing education to the Board of Regents and the universities under its jurisdiction.

The 1967 session established a select council on post-high school education and charged it to develop a comprehensive plan for long-range guidance for state education needs beyond high school. It appropriated funds for the council and asked that a report be submitted at the 1969 session. The Interstate Compact for Education was ratified by the 1967 legislature.

GEORGIA. The 1965 legislative session created the Georgia Higher Education Assistance Corporation to guarantee loan funds to assist residents in meeting the expenses of higher education, the loans to be made by commercial lending agencies.

In 1966, this legislation was amended to modify provisions regarding the board of directors, duties of the staff, amount of the loans, and a variety of lesser items.

A Georgia State Scholarship Commission was also established in 1965 to assist qualified resident students.

HAWAII. No legislation specifically referring to higher education was reported for the 1965-67 period.

IDAHO. Legislative attention in Idaho concentrated on institutional expansion and state-level administration. The 1965 session created the Office of Executive Director for Higher Education. The State Superintendent and the Executive Director retain their ex-officio membership on the Board of Regents.

Six junior college areas were established in 1965. Since large taxing districts were not created, the act provided for the colleges to bill the home county of students from outside the particular junior college district. The law also allowed an existing junior college to establish upper divisions of third- and fourth-year college education, and to grant baccalaureate degrees under specific conditions.

In 1967, a study for a Graduate School of Medicine was authorized.

ILLINOIS. The Illinois Junior College Act and several companion bills were passed in 1965. They moved public junior colleges from the local public school systems to independent boards of trustees, operating as a part of the system of higher education, and created a state junior college board to be appointed by the governor. Authority of the board

includes planning and supervision of public junior colleges (including approval of new programs), approval of state-aided capital construction, and the conduct of surveys. Certain actions of the board are subject to review by the board of higher education.

Ten bills were enacted, changing the name of the Teachers College Board to the Board of Governors of State Colleges and Universities.

A new system was created with Illinois State University, Northern Illinois University, and a new senior university to be located at Springfield, designated as Regency Universities. A Board of Regents was established to manage, operate, control, and maintain these universities.

Membership and duties of the Board of Higher Education were modified by 1965 legislation. Board membership was amended to include the chairmen of the Board of Regents of the Regency Universities, the Board of Trustees of the University of Illinois, the Illinois Junior College Board, the Board of Governors of State Colleges and Universities, the Board of Trustees of Southern Illinois University, the Superintendent of Public Instruction, and ten persons appointed by the governor.

The Board of Higher Education was authorized to review existing programs, consider rates of tuition and fees, approve capital improvements financed by revenue bonds, and establish minimum admission standards.

The Chicago Teachers College, with two campuses identified as Chicago Teachers College North and Chicago Teachers College South, was acquired as a state institution and funds were appropriated for site acquisition and operation. Chicago Teachers College North was renamed Northeastern Illinois State College and Chicago Teachers College South was renamed Chicago State College. Each is a separate institution with its own administration and staff under the Board of Governors.

The Illinois State Scholarship Program was expanded from $4.9 to $10 million and the maximum size of grants was raised.

In 1967, amendments to the public junior college act were made to clarify language, authorize issuance of bonds and levying of taxes, require annual audits of Class I junior college districts, and allow crediting of unused tax funds levied by non-junior college districts to the educational fund.

An adult education act was passed empowering the superintendent of public instruction to reimburse junior colleges for adult education classes for persons over 21 years of age.

The State University Retirement System was modified to provide for employer contributions ($6 million) sufficient for full funding of the system.

A State College Housing Construction Act was passed requiring that any new housing project at a state college or university be declared in the public interest before acquisition or construction.

Illinois adopted the Interstate Compact for Education during the 1967 session.

INDIANA. Legislative authority was provided for the state universities to arrange for joint use of a multi-purpose, multi-media, closed-circuit, statewide, telecommunication system to interconnect main and regional campuses and centers of medical education and service. The act directs state universities to establish a coordinating unit to administer and supervise the transmission system and establishes the Higher Education Statewide Telecommunication Fund for this and related purposes.

A Board of Trustees for the Indiana State University was created, and the powers and duties of the State Teachers College Board were transferred to it.

Legislation granted Indiana University, Purdue, Ball State, and Indiana State University the authority to construct

facilities through the issuance of bonds or student fees with specific approval of the Budget Agency and the governor, and within biennial limits established by the legislature.

Indiana established a system of state scholarships to be administered by a twelve-member commission appointed by the governor.

Legislation was enacted to change the name of Ball State Teachers College to Ball State University. The Indiana State Vocational-Technical College was established as a new institution devoted primarily to non-collegiate, non-credit, practical or vocational, technical, and semi-technical training.

IOWA. Most legislative action during the 1965-67 period concerned financial procedures and arrangements.

A major law was passed in 1965 to provide for the establishment and operation of area vocational schools and area community colleges. It established a Division of Community and Junior Colleges in the State Department of Public Instruction and an Advisory Committee to the State Board of Public Instruction, and provided for establishment and enforcement of standards for community junior colleges and vocational schools.

Another major law, in 1967, spelled out technical specifications for vocational schools and area community college districts. It prescribed how the junior colleges were to share in general aid and provided that standards be set jointly by the State Board of Public Instruction and Board of Regents.

Other significant laws in 1967 provided funds for construction of area vocational schools and for establishment of a state educational radio and TV system.

KANSAS. In 1965, Kansas passed the Community Junior College Act establishing a unified system of public community junior colleges. The act designated community junior college areas (to a maximum of 22), established an eleven-member

community junior college advisory council to be appointed by the governor, outlined the composition of the council, and authorized the state superintendent to develop and issue a state plan for community junior colleges. This state plan included procedures for the development and establishment of new community junior colleges as well as the incorporation of existing junior colleges into the state system.

The state superintendent was authorized to adopt a state plan for a uniform basic adult education program.

A State Higher Education Facilities Commission was established, consisting of five members appointed by the governor, and representatives of the public and of institutions of higher education in the state. Responsibilities of the commission are to plan for, define, and recommend policies, and to submit state plans for participation in grant programs under federal higher education acts.

The State Board of Regents was authorized to sell certain lands at the University of Kansas Medical Center at Kansas City to the Kansas City Urban Renewal Agency and validated an agreement between the Medical Center and the Urban Renewal Agency. This allowed the Medical Center to purchase other lands from the Urban Renewal Agency.

In 1967, the legislature passed the Higher Education Student Loan Guarantee Act and charged the Higher Education Facilities Commission with receiving funds from federal, state, or private sources to guarantee loans to resident students in higher education.

Additional 1967 legislation clarified the election procedures for boards of trustees of community junior colleges.

KENTUCKY. The 1966 Session of the General Assembly legislated substantive changes in the membership, duties, and responsibilities of the Council on Public Higher Education. Present responsibilities include research to determine

the needs of overall higher education in Kentucky, comprehensive planning for public higher education, setting entrance or registration fees, review of budget requests of the public institutions of higher learning, approval of new professional schools, recommendations to the governor for proposed new community and four-year colleges, prescription of curricula for teacher education, and serving as the agent of the state in general and statewide higher education matters. The council is composed of nine lay members, appointed by the governor for terms of four years, and chief executives of the four-year state-supported institutions of higher learning. Nine laymen constitute the voting membership of the council.

The 1966 General Assembly authorized each of the four-year state-supported institutions of higher learning to provide community college programs in their respective communities. The original community college legislation of 1962 established the statewide community college program as a part of the University of Kentucky. The curricula of the community colleges include transfer programs, technical and semi-professional programs, and adult and general education offerings.

A Higher Education Assistance Authority was established in 1966 to administer scholarships and financial aid.

LOUISIANA. Legislative action during the period from 1965 to 1967 dealt mostly with personnel matters, especially the retirement system. It was changed to raise benefits from one-and-one-half to two per cent, to give credit for certain military service, and to credit certain prior service. In 1965, a branch of Louisiana State Medical School was established at Shreveport.

In 1966, seven two-year commuter junior colleges were authorized as branches of Louisiana State University, Louisiana entered the Interstate Compact for Education, and more modifications were made in the retirement system.

In 1967, an act was passed to prohibit use of state funds by colleges and universities for programs of communistic

or atheistic nature. A $3 million bond issue was authorized for the LSU School of Veterinary Medicine.

MAINE. Most legislative attention centered on state-level administration, bond issues, and curriculum matters.

Maine became associated with the Interstate Compact for Education, and the Maine Education Council was established to participate in the Education Commission of the States. An act was passed to award state scholarships to selected students in teacher training and to establish a State Scholarship Board.

The Maine State Commission for Higher Education Facilities was authorized to perform research and assist the institutions of higher education in comprehensive planning for construction.

MARYLAND. Legislative attention was directed mainly to scholarship and student assistance matters during the period.

A 1965 law authorized a state debt of $5 million for loans to any county or to the City of Baltimore for the construction of regional public community college buildings and other facilities.

Also in 1965, the University of Maryland was authorized to operate branches in Baltimore County, the Eastern Shore area, and the central, western, and southern areas of the state. Another 1965 law established an Advisory Council for Higher Education, its duties to include preparation of studies and recommendations, preparation of programs, conducting investigations, and securing data.

The Maryland Educational-Cultural Television Commission was created in 1966 to develop, operate, and maintain facilities for educational and cultural programming.

MASSACHUSETTS. The structure of higher education in Massachusetts was comprehensively revised through legislation enacted in 1965. As revised, higher education operates under

a Board of Higher Education with responsibility to support, facilitate, and delineate functions and programs for all public institutions of higher education, to allocate responsibility and autonomy, to discharge programs and functions, and to plan and develop efficient and effective coordination among them.

The board is comprised of one member each from the Board of Trustees of the University of Massachusetts, the Board of State Colleges, the Board of Regional Community Colleges, and the Board of Lowell Technological Institute or the Board of Southeastern Massachusetts Technological Institute selected alternately, plus seven persons to be appointed by the governor. The revised structure provides for a Chancellor to the Board of Higher Education and an advisory commission of certain presidents from institutions of higher education, plus a member appointed by the governor.

A Board of Trustees of State Colleges, consisting of eleven members appointed by the governor, is responsible for the operation of state colleges, subject to the general authority of the Board of Higher Education. A Board of Regional Community Colleges has similar authority for community college programs, subject to the general authority of the Board of Higher Education.

The legislation provides that the University of Massachusetts, Lowell Technological Institute, and Southeastern Massachusetts Technological Institute continue operation under individual boards of trustees, each with its own authority, subject only to the general authority of the new Board of Higher Education.

Other legislation provided for the planning, development, and construction of a University of Massachusetts Medical School in Worcester. The 1967 legislature extended to all employees of the Commonwealth, including those employed in institutions of higher education, the right to form, join, or assist any employee organization and to bargain collectively. Action of the 1966 legislature authorized participation in the Interstate Compact for Education.

MICHIGAN. Major legislation was passed in several areas, primarily in student financial aid programs, modifications of administrative authority, and codification of community college legislation.

Eleven acts were passed to provide student loans, tuition grants, and scholarships. These included establishment of traineeships and fellowships for students in special education (with an appropriation of $100,000), provision for organization and regulation of non-profit corporations promoting educational scholarship plans, amendments to the existing Higher Education Assistance Authority on residency requirements, consideration of academic achievement and methods of disbursement of state awards, and extension of tuition grants to resident students enrolled in private non-profit colleges or universities in the state.

Three types of community college districts were described, and election and annexation procedures for each were modified. Amendments provided for the establishment of a community college district with or without the concurrent passage of millage. The bonding powers of districts were described and expanded. The number of members on the boards of trustees was revised.

MINNESOTA. The Minnesota State Junior College System, established in 1963 with fifteen colleges, was increased to seventeen by legislative authority in 1965 and to eighteen in 1967.

The legislature authorized the Minnesota Higher Education Coordinating Commission to contract with institutions of higher education in contiguous states and private institutions within the state to provide for certain reciprocal transfers of students.

The 1965 session enacted legislation changing the designation of all state normal schools and teachers colleges to state colleges and authorized the State College Board to take

advantage of student employment phases of Public Law 88-452, the Economic Opportunity Act.

A supplemental retirement fund was established for the benefit of personnel employed by the State College Board and the State Junior College Board.

MISSISSIPPI. During the period 1965-1967, Mississippi passed a $40 million bond issue for specific facilities at state institutions of higher education. It also established a program of scholarships for graduate and professional training in institutions outside the state when such instruction is not available in Mississippi institutions.

The state established a Mississippi Research and Development Council to contract for a comprehensive, objective study of coordinated education ranging from pre-school to advanced degrees, with recommendations for the necessary legislative implementation. Finally, the Mississippi Authority for Educational TV was created with authority over and responsibility for all ETV in Mississippi.

MISSOURI. Legislative attention during the 1965-67 period most frequently turned to the institutional growth of two-year colleges.

A 1967 law provides for an increase in state aid for junior colleges from $240 for each twenty-four semester hours of credit to $320 or fifty per cent of current operating costs, whichever is less.

Jasper County Junior College was changed to Missouri Southern College, and Missouri Western Junior College was changed to Missouri Western College. A Board of Regents was appointed for each.

Missouri became a member of the Interstate Compact for Education.

MONTANA. The legislature directed its attention mostly to personnel matters, especially provisions of the retirement system.

The establishment of community college districts was authorized. The colleges are to be supervised by the State Board of Education rather than by the Board of Regents. Also passed were resolutions that condemned demonstrations, asked students, faculty, and administrators to prevent them, and expressed confidence that order would be maintained.

NEBRASKA. Legislative attention was fairly evenly divided among six subject areas from 1965 to 1967.

In 1965, a law provided for the establishment of area vocational-technical schools. The governing board of any educational service unit in any one or more counties may petition the State Board of Vocational Education for such a school.

In 1967, a law was passed requiring approval by the State Board of Education for the establishment of private colleges, and providing for standards and provisional accreditation.

Another law provided for state financial assistance to junior colleges and municipal universities ($7.50 for each credit hour undertaken by Nebraska resident students), outlined requirements for junior college districts, limited the number of districts to nine and the number of colleges to one per county, provided for uniform tuition rates and non-resident fees, and outlined general provisions for courses of study to be offered.

The Municipal University of Omaha was reconstituted as the University of Nebraska at Omaha and placed under control of the Board of Regents of the University of Nebraska.

NEVADA. No legislation relating to higher education in Nevada was reported for the 1965-67 period.

NEW HAMPSHIRE. During the period from 1965 to 1967, an existing statute was amended, re-defining the nature and composition of the Coordinating Board of Advanced Education

and Accreditation. Membership was changed to include the Commissioner of Education, Presidents of the University of New Hampshire, Keene State College, and Plymouth State College, the Chairman of the State Board of Education or his representative (ex-officio), and four members to be appointed by the governor with consent of the council. The function of the board is defined as advisory.

The board is charged with evaluating institutions of higher learning that grant degrees or issue diplomas and with making appropriate recommendations to the legislature.

Legislation also modified the composition of the Board of Trustees of the University of New Hampshire by increasing from two to four the number of trustees elected by the alumni of the New Hampshire College of Agriculture and the Mechanic Arts and of the University of New Hampshire.

The New Hampshire Junior College Commission, established by legislation, consisted of seven members, one senator appointed by the President of the Senate, two representatives appointed by the Speaker of the House, and four members appointed by the Governor. The commission was charged with preparation of a proposal to implement establishment of such junior colleges as they determined necessary and to submit its report not later than July 1966.

Existing legislation on vocational-technical institutions was also amended.

In other actions, New Hampshire established a State Scholarship Fund to be administered by the Coordinating Board of Advanced Education and Accreditation and funded through state funds and private sources. The state also established a Higher Education Loan Program to provide state-guaranteed educational loans.

NEW JERSEY. Legislative attention from 1965 to 1967 was mostly on appropriations, land acquisition, and transfer, followed by personnel matters.

A Department of Higher Education was established by the Higher Education Act of 1966. A Council of State Colleges was established in the Department of Higher Education, with the stated intention of giving each college a high degree of self-governance. A Council of County Colleges (community colleges) was also established in the Department of Higher Education. The State University of New Jersey was defined to include all departments, colleges, schools, centers, branches, extensions, and other units of the state university. The "Corporation" of the State University of New Jersey is continued as "Rutgers, the State University."

New programs in research, ceramics, social work, labor and management affairs, medical education, and other areas were established.

NEW MEXICO. The principal legislation in New Mexico during the period in question dealt with authorizations for bond issues and tax levies. In addition, a law was passed providing for the establishment of area vocational schools.

Other acts covered the removal of legal disability of minors in cases involving educational loans and placed restrictions on the use of gifts and endowments in lieu of public funds.

NEW YORK. Faculty personnel matters received the greatest legislative attention in New York. It dealt mainly with minor items concerning the individual as an employee and a retiree.

New York acted to participate in the Interstate Compact for Education. Regents' scholarships were increased from 20,000 to 20,100 with special attention to making them available beyond the community college level. Additional money was made available for educational television facilities.

NORTH CAROLINA. From 1965 to 1967, the legislature emphasized most the changing status of institutions and the

expansion of educational opportunities. It also considered land acquisition and transfers.

During this period, action was taken to increase the number of institutions in the community college system. The 1965 General Assembly approved the establishment of fifteen institutions between 1965 and 1967; the 1967 General Assembly approved seven. Each institution is to be separate and apart from the free public school system. Provision was made for local boards of education to contract with the State Board of Education for the establishment of extension units in the community college system.

The North Carolina Board of Higher Education was established to plan and promote a sound, vigorous, and progressive system of higher education in the state. The state universities of North Carolina were consolidated into the University of North Carolina with campuses at Chapel Hill, Greensboro, Charlotte, and Raleigh. (The Raleigh campus is called the North Carolina State University at Raleigh.) In addition to the University of North Carolina, there are to be regional universities such as East Carolina University, Western Carolina University, Appalachian State University, and others. The word "Teachers" is removed from all names of colleges.

NORTH DAKOTA. Education legislation in North Dakota during the 1965-67 period principally concerned general financial procedures.

The school boards of any district were given authority by the 1967 session to appoint a five-member Junior College Board of Control, subject to the superior authority of the school board.

In 1967, the State Board of Education was directed to prepare a ten-year plan for capital improvement of state institutions.

Junior College Boards and the Board of Higher Education were authorized to issue bonds for construction of revenue-producing dormitories. North Dakota joined the Interstate Compact for Education.

OHIO. Numerous acts were passed during the 1965-67 period affecting state-level administration, the composition of the state system of higher education, and the authority of the Board of Regents.

During the 1965 session, existing legislation creating Wright State University was modified, and two municipal universities, Akron and Toledo, were made members of the state university system.

In the same session, retirement benefits were revised, the size of student loans under the College Loan Program was increased, the population requirement for establishing a community college was reduced to 75,000, and existing legislation on the validity of charitable bequests made within six months of death was modified.

The 1967 session revised the definition of state universities and extended it to include those most recently made a part of the system.

Major legislation affecting community college organization was passed, authorizing the Board of Regents to approve or disapprove creation of community college districts. District boards of trustees now number nine instead of seven, and county commissions can now propose community college districts to the regents. Standards were set for creation of community college districts. The requirement that the Board of Regents approve financial arrangements between community colleges and the U. S. Government or other aid-granting organizations was eliminated.

The Youngstown State University was created and will be governed by a nine-man board of trustees. The date for creation of Wright State University was moved forward to any date after July 1, 1967, when, the Board of Regents estimated, 5,000 full-time students will be enrolled for the following year.

The community college law was amended to include both technical and arts and sciences curricular programs. Community colleges were also permitted to place tax levies on the ballot in May and November of any year.

The Board of Regents was authorized to grant associate degrees for technical education programs in state-assisted universities, university branches, technical institutes, and community colleges.

The name of Toledo State College of Medicine was changed to the Medical College of Ohio at Toledo, and cooperation was authorized among the Medical College, the University of Toledo, and Bowling Green State University.

OKLAHOMA. During this period, Oklahoma enacted major legislation for the establishment of community junior colleges under the State Regents for Higher Education. The legislation outlines procedures for applying to the regents for approval and for authorizing the regents to approve or disapprove. If the requested college is approved, an election may be called by the community. One law provides for a governing board of seven (four appointed by regents, three by the previous four, and, after initial appointment, election of successors). It also provides for standards and regulations concerning courses of study and degrees to be authorized by the regents. It directs that state funds be allocated to the community junior colleges on a per-capita basis equal to 50 per cent of those allocated to two-year colleges in the Oklahoma State System of Higher Education.

A Governor's Advisory Committee on Technical-Vocational-Scientific Education was established and a joint committee appointed from the legislature to make recommendations for coordination of institutions and agencies involved in this area.

Modifications were made in the Teacher's Retirement System. A Student Educational Assistance Fund was established and the state joined the Interstate Compact for Education.

OREGON. Legislation focused on institutional growth involving two-year colleges.

Oregon acted to join the Interstate Compact for Education. A State Scholarship Commission was created and provisions relating to student loans were revised. A Sea Grant Center was established at Oregon State University. Provisions for research in air and water pollution as it relates to forest products received attention. The Public Employees' Retirement System was revised and updated. Guidelines were set for the orderly development of legislation on the community college program. The entire state is to be divided into Area Education Districts by July 1972.

PENNSYLVANIA. Legislation proposed most often was on state-level administration, land acquisition, and personnel matters.

Temple University, the University of Pittsburgh, and Pennsylvania State University were recognized as part of the state system of higher education.

The Pennsylvania Higher Education Facilities Authority was incorporated, with powers to acquire, construct, improve, equip, furnish, operate, lease, and dispose of projects. The Authority will provide for construction of private university and college facilities.

Acts increasing scholarship and loan funds also received much attention.

RHODE ISLAND. Rhode Island laws enacted from 1965 to 1967 mainly concerned state-level administration. Laws dealing with bond issues and with two-year college matters were also enacted.

A special committee, established to study the entire field of education in Rhode Island, was to report in March 1968. Rhode Island acted to participate in the Interstate Compact for Education.

SOUTH CAROLINA. No South Carolina legislation on higher education is reported for the period 1965-67.

SOUTH DAKOTA. The greatest legislative emphasis was on laws dealing with bond issues, followed by those on building programs. Activities in educational television were increased and a Board of Directors for Educational Television was created. Free tuition in state institutions was extended to include war veterans, National Guard members who served in Vietnam, and relatives of deceased or disabled members of the National Guard. Money was appropriated for creation of a Higher Education Loan Guarantee Program.

TENNESSEE. The most significant action by the 1967 legislature was the creation of the Tennessee Higher Education Commission to achieve coordination and unity in the program of public higher education. The Commission was charged with developing a master plan for the future development of public higher education in Tennessee and with developing policies and formulas or guidelines for fair and equitable distribution and use of public funds among state units of higher learning. It was also directed to study the need for particular programs, to study and make determinations on the establishment of new units, and to provide the governor and general assembly with biennial reports on major developments, trends, policies, budgets, and other financial matters.

The legislation established a commission of nine members appointed by the governor, three of whom must reside in each grand division of the state.

The names of Tennessee Polytechnic Institute and Middle Tennessee State College were changed to Tennessee Technological University and Middle Tennessee State University.

Legislation authorized public school boards, the State Board of Education, and the Board of Trustees of the University of Tennessee to make tax-sheltered annuities available to eligible employees.

The Tennessee State School Bond Authority was created to finance projects for the University of Tennessee and other units, under the supervision and administration of the State Board of Education.

TEXAS. Legislative activity centered around reorganization of higher education--particularly at the state level--and around programs of financial aid for students in higher education.

The most sweeping legislation was the Higher Education Coordinating Act that amended existing legislation to reconstitute the Texas Commission on Higher Education as the Coordinating Board, Texas College and University System. It was made the highest authority in the state on matters of public higher education, including both junior colleges (transferred from the Central Education Agency) and four-year institutions.

A second major act changed the name of the Board of Regents of the University of Texas to the Board of Regents of the University of Texas System and changed the names of several institutions to make them compatible with the new system. Additionally, the Board of Regents of the State Teachers' Colleges was renamed the Board of Regents, State Senior Colleges.

Fourteen or more items of legislation were passed modifying junior college district procedures for annexation of territory, election or terms of office of trustees, construction or leasing of buildings, and extending the definition of authorized investments for financial institutions to the bonds issued by governing boards of junior colleges.

A student loan program was established following the state constitutional amendment authorizing the Coordinating Board, Texas College and University System, to issue bonds in aggregate amounts not exceeding $85 million and to establish procedures for issuance of bonds and payment of student loans.

Legislation was approved for governing boards of public institutions of collegiate rank to issue scholarships to the highest ranking graduate of each accredited high school.

Fee exemptions at certain state institutions of collegiate rank were authorized for veterans of the cold war, children of those killed in the cold war, deaf and blind students, orphans of Texas National Guardsmen killed since

January 1, 1946 while on active duty, children of disabled firemen, an increased number of foreign students from nations of the American hemisphere, and citizens with a family income of not more than $4,800.

The State Board of Education was directed to develop and publicize a program to encourage and facilitate the entry into public school teaching and teacher-training programs of certain qualified persons.

A legislative act created the Western Information Network Association to be operated by a separate board of directors for communication, information retrieval and transfer, and instructional television.

The Coordinating Board, Texas College and University System, was charged with dividing the state into information network regions and authorizing creation of new associations within such regions.

Texas also adopted the Interstate Compact for Education.

UTAH. Most Utah legislation concerned state-level administration and retirement matters.

A Joint Committee on Publicly Owned Educational Television was authorized to accept and administer federal, state, and private grants, and to coordinate TV in the state in such a way that every TV station, both public and private, is represented.

Participation in the creation of the Education Commission of the States was authorized. This commission is composed of the governor and six other members from each state.

The legislature acted to bring Utah into the Interstate Compact for Education. The two trade and technical institutes of Utah were changed to technical colleges. The legislature acted to make limited reimbursement to teachers whose retirement pensions were reduced more than 70 per cent as a result of a tie-up in social security.

VERMONT. Most legislative attention was devoted to state-level administration and curriculum matters.

The legislature acted to join the Interstate Compact for Education. The legislative council was directed to study the structuring of higher education in Vermont and to report recommendations to the governor and the General Assembly by December 1968.

VIRGINIA. In 1966, a Department of Community Colleges was established under a State Board of Community Colleges. The powers of the latter include statewide planning and establishment of colleges, establishment of curriculum and program standards, and control and expenditure of funds appropriated by law. Activities of existing technical colleges and the Department of Technical Education were to be transferred to the State Board for Community Colleges. Two-year branches of the University of Virginia and Virginia Polytech were also transferred to its control.

A study was authorized to determine the feasibility of a new university in the Richmond area and a detailed study of admission policies for state institutions was ordered.

The ex-officio membership of the Superintendent of Public Instruction on governing boards of higher educational institutions was ended, although he is to be a member of the State Council of Higher Education.

Clinch Valley College and George Mason College were established in 1966 as four-year degree-granting branches of the University of Virginia.

The State Council of Higher Education was directed to coordinate all off-campus offerings of state institutions.

WASHINGTON. Legislative attention in Washington during the 1965-67 period was mostly on bond issues and curriculum matters.

Most significant was the Community College Act of 1967, which created a new independent system of junior or community colleges. A State Board for Community College Education was established, with general supervision and control over the state system of community colleges, to include review of budgets, establishment of disbursement guidelines, comprehensive master planning, and establishment of standards.

The Coordinating Council for Occupational Education was designated the sole agency for receipt of federal funds. It has divisions of vocational education and vocational rehabilitation.

WEST VIRGINIA. No legislation on higher education was reported for West Virginia for the period 1965-1967.

WISCONSIN. The Coordinating Committee for Higher Education was renamed the Coordinating Council for Higher Education, and its membership and responsibilities amended. Legislation directed the CCHE to provide for the direction and coordination of activities of the University of Wisconsin, state colleges, schools of vocational and adult education, and county teachers colleges.

The composition of the council was changed to include one member each from the University of Wisconsin Regents, the Board of Regents of State Colleges, the State Board of Vocational, Technical and Adult Education, nine lay citizens, the President of the Board of Regents of the University of Wisconsin, the President of the Board of Regents of State Colleges, the President of the State Board of Vocational, Technical, and Adult Education, the state superintendent of public instruction, and a member of a county teachers college board.

Legislative action authorized establishment of two new state institutions of higher education to start as upper-division institutions and be expanded gradually. One was designated for the northeastern area of the state and the other for the Racine-Kenosha area.

Responsibility for governance of the new institutions was vested in the University of Wisconsin Board of Regents. Programs and development of the institutions are to be approved by the Coordinating Council for Higher Education.

Numerous bills were enacted revising aspects of the State Teacher Retirement System to include new groups of members in addition to existing groups, to provide increased annuities, and to effect changes in payment schedules and eligibility.

A program of state-supported scholarships at the University of Wisconsin and state universities was enacted, with awards based on financial need. Scholarships were authorized for any high school honor student to attend any approved public or private institution of higher education, the amount of the award to vary with financial need. Out-of-state scholarships were established for students in professional programs not provided in Wisconsin public institutions. A program of higher education tuition grants was also set up for resident students enrolled in accredited, non-profit, post-high school educational institutions. Amounts will vary with effective income and will be administered by the State Commission for Higher Education.

A vocational and adult technical education act was passed creating a State Board of Community and Technical Education composed of eleven members: nine appointed by the governor (three employers, three skilled employees, three farmers), the state superintendent of public instruction, and a member of the Industrial Commission. The board was mandated to see that all areas of the state were included in vocational and adult community and technical educational districts by July 1970, with approval of the CCHE.

The 1965 legislative session authorized Wisconsin to join the Interstate Compact for Education after nine other states have joined.

The extension program of the University of Wisconsin, previously confined to agriculture, was broadened to include such diversified programs as human resources and environmental development.

WYOMING. The major action in this period was the passage in 1967 of legislation providing for establishment and operation of a community college system.

This act established a Community College Commission of Wyoming to include the chief administrative officer of each community college, one resident of each community college district, the President of the University of Wyoming or his delegate, a member of the Board of Trustees of the University of Wyoming or a designated representative, the Director of Adult Education and Community Service of the University of Wyoming, and the State Superintendent of Public Instruction or his delegate. The Coordinator of Community Colleges serves on the commission ex officio. The Executive Secretary is the Director of the Division of Adult Education and Community Services of the University.

Responsibility of the commission includes prescription of minimum standards for community colleges, petitioning and criteria for establishment of colleges, and, as the state agency, distribution of state aid to community colleges under a formula prepared by the commission for approval.

The law outlines procedures for establishment by voter approval of community college districts, and for authorizing submission of public bond issues for community college construction.

The legislation further provides that each community college district have a governing board composed of seven elected members with terms of office to be determined by the number of votes each receives in popular election, the terms ranging from one to three years.